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Goal Progress

| Goals                                         | User             | User ID         | Manager          | Perspective | Progress |
|-----------------------------------------------|------------------|-----------------|------------------|-------------|----------|
| Build client base of locally owned businesses | Anderson, Jerrod | Miller, Richard | Customer Focus   | 15%         |          |
| Focus on Operational Excellence               | Anderson, Jerrod | Miller, Richard | Internal Process | 50%         |          |
| Minimize reporting errors                     | Anderson, Jerrod | Miller, Richard | Internal Process | 65%         |          |
| Corporate sales of \$10MM                     | Miller, Richard  | Lolley, Jon     | Financial        | 40%         |          |
| Build new business by 25%                     | Miller, Richard  | Lolley, Jon     | Customer Focus   | 0%          |          |
| Build client base of locally owned businesses | Miller, Richard  | Lolley, Jon     | Customer Focus   | 38%         |          |
| Focus on Operational Excellence               | Miller, Richard  | Lolley, Jon     | Internal Process | 15%         |          |
| Increase Revenue by 15% Year over Year        | Miller, Richard  | Lolley, Jon     | Financial        | 75%         |          |
| Hire eight new employees                      | Miller, Richard  | Lolley, Jon     | People           | 100%        |          |
| Corporate sales of \$10MM                     | Miller, Richard  | Lolley, Jon     | Financial        | 0%          |          |
| Corporate sales of \$1MM                      | Rodriguez, Aaron | Miller, Richard | Financial        | 30%         |          |
| Focus on Operational Excellence               | Rodriguez, Aaron | Miller, Richard | Internal Process | 0%          |          |
| Reduce training costs by 25%                  | Rodriguez, Aaron | Miller, Richard | Internal Process | 0%          |          |
| Hire two new employees                        | Rodriguez, Aaron | Miller, Richard | People           | 0%          |          |
| Hire eight new employees                      | Thompson, Lisa   | Miller, Richard | People           | 75%         |          |
| Build client base of locally owned businesses | Thompson, Lisa   | Miller, Richard | Customer Focus   | 85%         |          |
| Corporate sales of \$2MM                      | Thompson, Lisa   | Miller, Richard | Financial        | 64%         |          |

IEP MEETING NOTES

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_ELIGIBILITY/INITIAL\_\_\_ \_\_RE-EVALUATION\_\_\_ \_\_ANNUAL REVIEW\_\_\_

WHO ATTENDED THIS MEETING?

IEP CHAIR: \_\_\_\_\_ PSYCHOLOGIST: \_\_\_\_\_

GENERAL EDUCATOR: \_\_\_\_\_ SOCIAL WORKER: \_\_\_\_\_

SPECIAL EDUCATOR: \_\_\_\_\_ ADMINISTRATOR: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_ OTHER: \_\_\_\_\_

PARENT CONCERNS/COMMENTS:

TEAM CONCERNS/COMMENTS:

PROGRESS/DISCUSSION:

OUTCOME:



Communication Supports Inventory-Children and Youth (CSI-CY)

for children who rely on augmentative and alternative communication (AAC)  
Charity Rowland, Ph. D., Melanie Fried-Oken, Ph. D., CCC-SLP and Sandra A. M. Steiner, M. A., CCC-SLP

**WHAT IS THIS?** The *Communication Supports Inventory-Children and Youth (CSI-CY)* is a tool designed to make goal writing easier for teachers and speech-language pathologists who work with students who rely on augmentative and alternative communication (AAC) to communicate effectively. It is not an assessment, but a guide to organize your understanding of the impact of a student's communication strengths and limitations on participation at school and at home. The idea is that you would use the CSI-CY to prepare for the IEP meeting by prioritizing areas that should be targeted in IEP goals related to communication.

**CSI-CY? WHO?** Yes, exactly, WHO (the World Health Organization) developed the International Classification of Functioning, Disability and Health-Children and Youth Version (ICF-CY) in 2007 to provide a global common language for describing the impact of health conditions and disabilities on human functioning. The CSI-CY uses that same global common language, deriving most of its items from the ICF-CY. To see exactly what items came from the ICF-CY please look at the "code set" available at <http://icfcy.org/aac#ui-tabs-4>

**SO, HOW DOES IT WORK?** It's all about the student's participation in life at school and at home! First, you rate the major areas in which the child's participation is restricted because of communication limitations. Then you rate the child's specific communication limitations and functional impairments that affect communication. Then you identify environmental facilitators and barriers that affect communication. After you have rated all of these items, go back through them and use the last column (Prioritize for Instruction) to check off the items that you think should be high priority areas for potential IEP goals.

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Communication Supports Inventory-Children and Youth (CSI-CY)

for children who rely on augmentative and alternative communication (AAC)  
Charity Rowland, Ph. D., Melanie Fried-Oken, Ph. D., CCC-SLP and Sandra A. M. Steiner, M. A., CCC-SLP

Administrator \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_

| RESTRICTIONS IN PARTICIPATION CAUSED BY COMMUNICATION LIMITATIONS                                                      |            |                |                             |                |                   |                      |                    |                      |                             |
|------------------------------------------------------------------------------------------------------------------------|------------|----------------|-----------------------------|----------------|-------------------|----------------------|--------------------|----------------------|-----------------------------|
| SCHOOL RELATED ACTIVITIES                                                                                              | Don't know | Not Applicable | Severe/Profound Restriction | No Restriction | Minor Restriction | Moderate Restriction | Severe Restriction | Complete Restriction | PRIORITIZED for INSTRUCTION |
| 1. Playing with others as an educational activity                                                                      |            |                |                             |                |                   |                      |                    |                      |                             |
| 2. Classroom activities (eg. attending classes and interacting appropriately) to fulfill the duties of being a student |            |                |                             |                |                   |                      |                    |                      |                             |
| 3. Classroom activities (classroom games, assemblies, acting in the classroom, field trips)                            |            |                |                             |                |                   |                      |                    |                      |                             |
| 4. Recreative (physical education, recess, playgroup or leisure)                                                       |            |                |                             |                |                   |                      |                    |                      |                             |
| 5. Creative activities (art classes, enrichment, etc.)                                                                 |            |                |                             |                |                   |                      |                    |                      |                             |
| 6. Civic activities (school paper, student government, school clubs, serving as student aid, or any other leadership)  |            |                |                             |                |                   |                      |                    |                      |                             |
| 7. Other academic activities (computer lab, science lab library use, gifted/talented classes)                          |            |                |                             |                |                   |                      |                    |                      |                             |
| 8. Social activities (school dances, pep asides, hanging out with friends, etc.)                                       |            |                |                             |                |                   |                      |                    |                      |                             |
| 9. Social independence activities (driver's ed., home economics, help after school organized sports)                   |            |                |                             |                |                   |                      |                    |                      |                             |

REPORT COMMENTS

Work related

Homework

Effort (Positive)

Effort (Satisfactory/Negative)

Absences/Late Enrollment

Presentation of Work

Achievement & Effort

Is able to work through complex problems and explain the results.

Hurries through working to get an answer without checking the results.

Becomes frustrated quickly when he doesn't understand the question.

Greatly improved recall of number facts.

Sometimes doubts his abilities and is unsure of his answers.

Very able to recall all facts and is usually able to work through complex problems and explain his results.

Enjoys problem solving tasks that challenge his abilities.

When properly focused, \_\_\_\_\_ can work independently, or as part of a pair, on tasks that require more than just simple steps to the solution.

Is a confident learner who is able to work through complex problems by breaking them down into simpler ones and even checking the validity of his answers.

He is successful at \_\_\_\_\_ and \_\_\_\_\_, but finds \_\_\_\_\_ and \_\_\_\_\_ more challenging, especially when \_\_\_\_\_.

Has proven he has a good knowledge base in \_\_\_\_\_.

Has also been consistent in turning his homework which is also a reflection of his willingness to do well.

Homework efforts have been inconsistent.

His homework efforts have been inconsistent and to a barely satisfactory standard.

When in the right mind set, he is also willing to help those who are less able than himself.

Is keen to do well, responds positively to praise and participates fully in lessons most of the time.

It has been evident from his class work and homework that he is a very capable student with a good knowledge and understanding of multiple math concepts.

Has progressed consistently this year due to his desire to "get on with it".

He has proven himself capable across most, if not all, concepts studied this year and with continued effort will see good results as he enters his senior year.

Over the first to get started on the lesson activities, \_\_\_\_\_ is consistently giving 100% effort in class.

\_\_\_\_\_ wants to do well and often gives 100% effort in lessons.





What do you write in a student progress report. Iep progress report examples. Iep progress report comment examples.

I add this here because write a good progress report really starts having a really good IEP lens! Here are some sampling targets with specific, measurable, reachable, relevant and time-based components: behavior - cooperation with a non-preferred task by 15 May 2021, when a non-favorite adult directive is given (for example, put away A favorite task, go to uncrimpted activities), Jonas will not take more than 30 seconds and 1 individual prompt to respect the management that improves cooperation from 1 to 4 out of 5 consecutive opportunities on three consecutive days of data measured by staff observation , daily activity and data records. 55 - He is reading up / above level level for this time of year. Do you need to change something? Language - Rinfarcers label labels by 15 May 2021, when a favorite article was given and asked, A 6 a,~ A "Chat ? A, a,~ Jonas will appoint the article that improves labeling from 0 elements to at least 10 elements on 3 data collection days measured for staff observation, daily activities and data records. Help me feel sure my son continues to be in the best hands! Send to parents in the mode is more likely to see. Now we are putting two sets of objects and leaving it to choose a number of magnets on the board to represent each set, and therefore count all the objects together. 56 - Need further home support to practice added and subtraction facts. 63 - Lottigliano with transitions between thematic areas within the class, delaying their work start time. Some parents want the hardcopy to have home. 17 A 6 a a "He constantly needs memories of being silent and not distracting others. Less if I can say what I need to say! \* IEP Use these reporting codes for their progress reports. In the previous three days of data, it independently respected an average of 2.7 times for every 5 directives. , Click here to find it! The progress reports of the progress of IEP samples are displayed again these three sample goals with an example of the progress progress report 62 - It is constantly engaged in their lessons until completion. 58 "It is good for assignments but fight with the test. 66 - I have concerns about the a 6

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